

Primary Music Specialist – Rhythm & Pulse Lesson Plans

YEAR 2: RHYTHM AND PULSE:

LESSON: 3

LEARNING OBJECTIVES:

To clarify the difference between rhythm and pulse. To revise the rest and to read and internalise rhythm patterns. To learn about ostinatos.

KEY VOCABULARY: Pulse, rhythm, Ta, Te-Te-, rest, ostinato

RESOURCES: Rhythm flashcards. Magic Lollipops with 'out loud' on one side and 'thinking voice' on the other.

MAIN ACTIVITIES:

- Start with **'TONY CHESTNUT' (TRACK 22)**
- Teach/remind the children of the RHYTHM NAMES.

TA (crotchet) and **Te-Te** (2 quavers) **Z** rest (silence).

Remind them that Z is a REST or a SILENT BEAT.

*It is always best to do an action for a rest, at least to start with, so the children can feel the missed beat.

Chant some TA , Te-Te and REST rhythm patterns for the children to copy. E.g.

I I □ I □ □ I Z □ I Z I
Z □ I I □ I I I I □ I Z

If you do rhythm patterns in a call and response style, it is best to go with the rule that whatever you do they copy, E.g.

If you chant, they chant, if you play and clap, they play and clap and if you just clap, they just clap too.

Write up some 4-beat rhythm patterns on the board for the children to chant and clap.

- Teach the song **'PEASE PUDDING HOT' (TRACK 21)**

SING IT THROUGH WITH ACTIONS

HUM IT THROUGH WITH ACTIONS

THINK THE WORDS AND DO THE ACTIONS ONLY

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Show the children the song written out in rhythm names:

I □ I Z
I □ I Z
I □ □ I
I I I Z

Ask them to say it to the rhythm names and put their finger to their lips as a gesture for the REST.

Next, ask them to clap the song through with the same gesture for the rest.

Next, move on to singing the song and putting in a CLAP for the rest instead of an action.

Hum the song and do the same

Think the words of the song in your head and do the same.

- **CREATE A CLASS COMPOSITION FROM ‘PEASE PUDDING HOT’**

Divide the class into three groups.

Group1: tap the **PULSE**

Group 2: tap the **RHYTHM**

Group 3: tap the **OSTINATO**

An ostinato is repeated pattern and can be taken from the words. Eg. ‘In the pot, in the pot, in the pot...’

□ I □ I

APPRAISE: Ask the children for their opinions on this instrumental piece. They will need to listen carefully to the whole group while they play their own part in the performance. As a class did they keep a steady pulse? Did they start and finish at the same time? Were their rhythms accurate? How could they improve their performance?

- Play the **MAGIC LOLLIPOP** game.

Show the children the magic lollipop with a sign for ‘out loud’ on one side and ‘thinking voice’ on the other. Turn the lollipop over while chanting. The children follow the instructions accordingly.

As there is a REST (silent beat) in this song, the children could still clap or do an action on the rest to help feel it instead of just thinking it!

- Play **‘HI,MY NAME’S JO’ (TRACK 24)** to unwind.

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PLENARY:

Finish with '**GOODBYE EVERYONE**' (TRACK 45)

SING with actions

HUM with actions

THINK with actions

NATIONAL CURRICULUM: 1a, 1c, 3a, 4a

Please see '**TEACHER NOTES**' for teaching tips and ideas to develop this lesson.